



HERBERT H. LEHMAN HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X405
ADDRESS: 3000 EAST TREMONT AVENUE, BRONX, NY 10461
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X405 SCHOOL NAME: Herbert H. Lehman H.S.

SCHOOL ADDRESS: 3000 E. Tremont Avenue, Bronx, New York 10461

SCHOOL TELEPHONE: 718-904-4200 FAX: 718-904-4285

SCHOOL CONTACT PERSON: Dr. Janet Saraceno EMAIL ADDRESS: Jsarace@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Louis Cirillo

PRINCIPAL: Dr. Janet Saraceno

UFT CHAPTER LEADER: Anne Looser

PARENTS' ASSOCIATION PRESIDENT: Robert Powell

STUDENT REPRESENTATIVE:
(Required for high schools) Melvin Hydeburg

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 CHILDREN FIRST NETWORK (CFN): 603

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Dr. Janet Saraceno	*Principal or Designee	
Anne Looser	*UFT Chapter Chairperson or Designee	
Robert Powell	*PA/PTA President or Designated Co-President	
Robert Powell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Melvin Hydleburg	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rory Kugler	Member/Teacher	
Louis Cirillo	Member/Teacher	
Bedelia Garcia Powell	Member/Parent	
Maritza Pinto	Member/Parent	
Lisa Ocasio	Member/Parent	
Yajaira Perez	Member/student	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Herbert H. Lehman High School (LHS) is a comprehensive high school located in the Throggs Neck area of the Bronx that educates approximately 4,000 students on an annual basis. The school has always been committed to the intellectual and emotional growth of every student. The school community strives to fulfill its mission by providing a nurturing and supportive learning environment. In September 2010, Herbert H. Lehman High School made a complete transition into 6 theme-based Small Learning Communities, grades 9-12, and Phoenix Academy, a community for over-age, under-credited students. The themes are in alignment with the 16 career clusters as defined by the U.S. Department of Labor. In addition, the small learning communities foster a more personalized learning experience for the students, a reduction of student anonymity, and the improvement in a collaborative environment for all stakeholders.

The school offers an extensive array of fine arts, business, theme-based, and subject area electives, including but not limited to Advanced Guitar, Ceramics, Piano, Advanced Fashion, Computer Forensics, Web Animation, Musical Theatre, Mock Trial, Criminal Law, Intermediate TV/Radio, Calculus, and Journalism.

The Advanced Placement courses offered to our students include English Literature, Calculus AB, Calculus BC, Biology, Environmental Science, World History, US History, and Spanish Literature. When AP Italian was no longer by the College Board, LHS provides a college credit-bearing Italian course sponsored by the University at Albany.

Varied physical education courses are scheduled every semester to encourage students to become more actively involved in their physical well-being. Physical Education courses include swimming, dance, weight training, and self-defense, outdoor education.

The extra-curricular activities foster a personalized approach while appealing to each student's interests and talents. LHS has 32 PSAL teams. In addition to the typical teams sponsored by schools, such as baseball, football, basketball, and softball, LHS offers cricket, boys' and girls' La Crosse, and co-ed wrestling. Clubs include dance, cooking, fashion, robotics, cheerleading, digital media, choir, and Gente Latina.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Herbert H. Lehman H.S.				
District:	08	DBN #:	08X405	School BEDS Code:	320800011405

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					82.5	84.7	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.1	94.9	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					59.6	66.8	80.7		
Grade 8									
Grade 9	1954	1582	1341	Students in Temporary Housing: Total Number					
Grade 10	1062	1182	1394	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	709	785	776		25	288	TBD		
Grade 12	566	536	603						
Ungraded	12	4	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	4303	4089	4115		55	63	35		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	376	348	356						
No. in Collaborative Team Teaching (CTT) Classes	186	204	227	Principal Suspensions	239	415	TBD		
Number all others	197	175	179	Superintendent Suspensions	62	72	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N?A	532	2209
# in Dual Lang. Programs	0	0	0		0	0	0
# receiving ESL services only	384	304	322	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	66	84	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	222	236	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	75	73	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	8	TBD
	285	194	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.4	0.5	Percent more than two years teaching in this school	72.2	75.7	TBD
Black or African American	22.6	22.7	22.5	Percent more than five years teaching anywhere	51.1	58.0	TBD
Hispanic or Latino	60.6	60.7	60.9	Percent Masters Degree or higher	78.0	77.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	6.0	5.9	6.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.8	88.4	TBD
White	10.4	9.7	9.2				
Multi-racial							
Male	58.3	59.8	59.1				
Female	41.7	40.2	40.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	X 2006-07	X 2007-08	X 2008-09	X 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			✓

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X	X	55
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				X	X		
Hispanic or Latino				X	✓		
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White				X	✓		
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				X	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				1	3	0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	✓
Overall Score	56.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	9	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	11.1	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	32.5	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	4	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Performance Trends

Herbert H. Lehman High School is currently listed as Restructuring (Advanced) because it has not met Adequate Yearly Progress (AYP), but the school has demonstrated improvement in the ELA and Math Performance Index (P.I.) in the past 3 years. The following information has been compiled from Accountability Reports for 2008 & 2009 and from the RCOS for 2010:

	ELA Performance Index			Math Performance Index		
	2010	2009	2008	2010	2009	2008
All Students	168	157	155	167	161	153
Blk or Afr/Am	170	146	150	165	151	145
Hispanic	167	158	152	167	161	150
SWD	126	74	94	112	85	100
LEP	139	138	123	142	155	136

From the beginning of the 2008-09 school year, preparation for students to meet and or exceed state standards became a focus for all students from the moment they enter high school. The school continues to offer a tutoring program before, during and after school, as well as on Saturdays.

The percentage of students in the lowest third earning 10+ credits in the 1st, 2nd, and 3rd year of high school earning 10+ credits continues to be fairly flat since the Progress Reports were initiated. For the 2008-09 school year, there was a slight gain when the percentages rose to approximately 34+% for every year, but based on the preliminary Progress Report for 2009-10, it dropped back to a similar percentage as noted in 2007-08. Student scholarship has modestly increased, but the overall percentage of students in passing their classes remains below 70%.

In September 2010, Herbert H. Lehman H.S. transitioned from a comprehensive high school into 6 theme-based Small Learning Communities (SLCs) grades 9-12 and one in-house alternative community, Phoenix Academy, for at-risk, over-age, and under-credited students. The SLCS and the Phoenix Academy were established to eliminate student anonymity and provide a more personalized, nurturing learning environment that meets the needs of the career clusters as noted by the Department of Labor.

The graduation rate for Class of 2008 and the Class of 2007 was 47.7%. The Class of 2009 and the Class of 2010 had a graduation rate of approximately 50.0%. Therefore, this area continues to be a major concern and focus for the high school.

In the past few years, Herbert H. Lehman H.S. was included on the list for the 7 Majors. The list contains both criminal and non-criminal incidents. The school took a proactive stance by concentrating on lower level incidents as well as the more serious ones in order to send a “zero tolerance” message to all students. This resulted in an increase in Principal’s suspensions, but resulted in a decrease during the 2009-10 school year of criminal and non-criminal incidents as noted on the 7 Majors.

In September 2010, the school introduced metal detectors and all students are scanned as they enter the building. The scanning resulted in Herbert H. Lehman H.S. becoming a “closed” campus. In prior years, the open campus permitted students to leave the building for lunch period. In addition, at the end of the student’s day, he/she was permitted to leave the building and return at any time. Now, all students must remain on campus. For September and October 2010, the scanning has had a negative affect on attendance, which was formerly in the range of 83-85% over the past few years.

Aids to Continuous Improvement

Small Learning Communities:

The foundation for developing an environment that offers personalization, a reduction in student anonymity, and an improvement in academic success was introduced in the 2008-09 school year when 9th grade students, some teachers, guidance counselors, and administration were connected with one another. It was apparent from the 2006-07 and 2007-08 Progress Reports that LHS needed to change. The 4-year graduation rate was 47.7%, and the percentage of students earning 10+ credits in the 1st, 2nd, and 3rd year was less than 50%. In 2008-09 and 2009-10, the graduation rates were a little over 51.5% and credit accumulation for students in their 1st, 2nd, and 3rd years were above 54%.

In September 2010, 6 theme-based SLCs (Business Management & Finance; Health Careers; Media Arts & Communication; Performing & Visual Arts; Public Service, Government & Law; and Technology, Engineering & Computing) were implemented for all 9th – 12th grade students. The SLCs have contiguous space, teachers, students, administration, guidance counselors, and support staff affiliated with it. For the 2009-10 school year, only the 9th and 10th grade students were in an SLC. In 2008-09 and 2009-10 school years, over 52% of the 9th, 10th, and 11th grade students earned 10+ credits and over 30% of the lowest third in each grade earning 10+ credits. In 2007-08, less than 50% of the students in grades 9, 10, and 11 earned 10+ credits and less than 28% of the lowest third earned 10+ credits. In addition, when reviewing the “NYPD School Safety Division Citywide Incident Analysis” that includes the 7 Majors Incidents, Other Criminal Incidents, and Non-Criminal Incidents, totaling 52 incidents, it was that 19.2% of the incidents were committed by an SLC student in comparison to 57.7% of the incidents being committed by non-SLC LHS students. 23.0% of the incidents were committed by non-LHS students.

Advanced Placement Program, Electives, PSAL Teams, and Extra-Curricular Activities:

The Advanced Placement Program continues to be one of the school’s great accomplishments. AP courses include Biology, Calculus AB, Calculus BC, English Language and Composition, English Literature and Composition, Spanish Language, Spanish Literature, U.S. History, and World History. The broad range of electives, the extra-curricular activities, and the 32 PSAL teams are another added strength of Herbert H. Lehman H.S and they are designed to appeal to the different student talents and

interests. The school also has an outstanding technology division that attracts many students throughout the boroughs.

Phoenix Academy:

Phoenix Academy, formerly known as CAP, is an “alternative, transfer” school program in LHS that offers the lowest performing, at-risk, under-credited, and over-age students, a “second” chance. There are approximately 150 students enrolled in the program this year, and most of them, in the past, have been excessively absent and tardy. The school day begins for the students 3 hours after the start of school for all the other LHS students and the classes generally are small-sized. The dedicated staff confers minimally 3 times per week during their common meeting period. It is during this period that they work on collaborative inquiry; discuss instructional practice, themes, and interdisciplinary work; and have “kid talk.”

Leadership:

The Assistant Principals and Teacher-directors are critical stakeholders in the transformation of the school from a traditional comprehensive high school to small learning communities. They are highly motivated and maintain a focus on student outcomes. The modest improvements in the school’s graduation rate and credit accumulation can be attributed to their dedication and perseverance.

Significant Barriers/Challenges to Continuous Improvement

One of the most significant challenges continues to relate to the change in the culture of the school. The leadership of the school remained the same for the past 29 years with an Executive Principal being assigned in July 2008. The traditional instructional vision did not go through any radical modifications; teacher-dominated lessons prevailed until the start of 2008-09 school year when the staff started to receive training on differentiated instruction and cooperative learning techniques. The process continues to be a focus for the 2010-11 school year. The NYC Writing Project will continue to work with the staff three times a week for the 2010-11 school year on professional development in literacy, critical thinking skills, cooperative learning, and differentiated instruction with the continued goal of having a more student-centered learning environment.

The school shares a campus with a small-sized school. Lehman is operating at 127.5% capacity with a student body of 4,200 students. The small-sized school has approximately 500 students. The cafeteria now has increased its size to approximately a 700+ person capacity and now has 6 lunch periods. At full capacity the lunch room appears to be overcrowded. The campus is now a “closed” campus, and the student body is still adjusting to the scanning process, which includes a captive lunch period for every student.

Current NCLB/SED and DOE Status

Herbert H. Lehman is a Restructuring Advance Comprehensive high school. The school received an F on the 2009-10 Progress Report and a Proficient on the 2009-10 Quality Review.

Joint Intervention Team (JIT) Report and Recommendations

On Friday, January 7, 2011, LHS received a copy of the NYSED/NYCDOE JIT report. For many of the findings and recommendations listed, the structures and/or practices were already put into place to improve student outcomes. Professional development includes workshops for questioning techniques, interdisciplinary work, and writing across the curriculum. Inquiry Teams are studying the effects of compare/contrast, writing a five-sentence paragraph, and vocabulary in order to improve student outcomes on the high-stake exams.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
1. Credit Accumulation: By August 2011, all students, including ELLs and Students with Disabilities (SWD), identified as not meeting minimal credit requirements, that is 10+ in the first, second, and third years, will be offered extended learning experiences during the 2010-11 school year as evidenced by student attendance in tutoring sessions and summer school as well as student completion of credit recovery assignments/projects	1. Based on the 2006-07 and 2007-08 Progress Reports, less than 50% of the students in their first, second, and third year of school earn 10+ credits. In addition, the graduation rate for these two years was 47.7%. Based on the preliminary Progress Report for 2008-09, the graduation rate was approximately 50%. Through credit accumulation, as well as passing the NYS Regents Exams, the graduation rate will ultimately meet or exceed state standards.
2. ELA: To increase by 2% the ELA Performance Index for all students in the M Cohort (Class of 2011) with a focus on select sub-groups, such as Black or African American, Students with Disabilities (SWD) and Limited English Proficient (LEP)	2. Based on the 2008-09 NYS School Report Card, the effective AMO in ELA for SWD was 162 and the Performance Index (PI) was 74. For LEP students the AMO was 160 and the PI was 138 and for Black or African American the AMO was 163 and the PI was 146.
3. Mathematics: To increase by 2% the mathematics Performance Index for all students in the M Cohort (Class of 2011) with a focus on select sub-groups, such as Black or African American, Students with Disabilities (SWD) and Limited English Proficient (LEP)	3. Based on the 2008-09 NYS School Report Card, the effective AMO in Mathematics for SWD was 157 and the PI was 85. For LEP students the AMO was 155 and the PI was 142 and for Black or African American the AMO was 158 and the PI was 151
4. Graduation: By August 2011 the 4-year graduation rate will increase by 3% for the M Cohort (Class of 2011)	4. Based on the Progress Reports for 2006-07 and 2007-08, the 4-year graduation rate was 47.7%. Based on the preliminary Progress Report for 2008-09, the graduation rate was approximately 50%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Credit Accumulation

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011, all students, including ELLs and Students with Disabilities (SWD) students, identified as not meeting minimal credit requirements, that is 10+ in the first, second, and third years, will be offered extended learning experiences during the 2010-11 school year as evidenced by student attendance in tutoring sessions and summer school as well as student completion of credit recovery assignments/projects</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <u>Target Population:</u> All students, including ELLs and SWD • <u>Responsible Staff:</u> Administration, teachers, guidance counselors • <u>Time Period:</u> September 2010-August 2011 • Identify students who need academic interventions and support; analyze reports, such as Pass/Fail reports, for every MKPD to identify those students that need interventions, including case conferences, tutoring sessions, and other interventions; mid-year identify students that need to participate in credit recovery sessions, and other interventions; offer rewards for those students who are on-track • Continue with annualization • Provide meeting time for General Education teachers to collaborate with Special Education teachers, ESL teachers, and instructional specialists (SWD & ELLs) • Create grade level teams; maintain agendas and minutes of the scheduled meetings (SLCs and subject area) • Increase parent outreach with more phone calls, case conferences, and student progress reports • Target students for Collaborative Inquiry work • Have SLCs and Phoenix Academy evaluate progress of the whole child • Continue with school-based credit recovery program in the subject matter area; identify point person in the subject matter areas; schedule time periods, such as holiday sessions for additional recovery sessions • Offer tutoring during zero period, after school and on Saturdays, including NYS Regents Preparation; schedule academic intervention and support services • Use web-based programs, such as Achieve 3000, Renzulli, NovaNet, Destination Math, and Rosetta Stone, to increase student achievement • Work with APs and staff on analyzing data; implement practices based on data; share scholarship

	<p>results with school community and across SLCs, direct APs to meet individually with teachers to discuss scholarship results; continue to train faculties on data</p> <ul style="list-style-type: none"> • Schedule on-site professional development (P.D.) throughout the school year; offer off-site P.D. opportunities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget sources: C4E, Title I, Title I ARRA, Fair Student Funding (FSF), Title I SWP Schedule: 2010-2011 Staffing: Administrators, teachers; guidance counselors; support staff Training: Offered by LHS Personnel, NYCDOE, and non-DOE organizations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students who qualify receive academic intervention, support services, and/or credit recovery opportunities are identified and participate in varied opportunities • Students attend tutoring; grades are monitored • Review data at the end of the MKPDs; make revisions to plan

ELA

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 2% the ELA Performance Index for all students in the M Cohort (Class of 2011) with a focus on select sub-groups, such as Black or African American, Students with Disabilities (SWD) and Limited English Proficient (LEP)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <u>Target Population:</u> All students in the M Cohort (Class of 2011) with a focus on the sub groups, such as SWD and ELLs • <u>Responsible Staff:</u> Administration, teachers, guidance counselors, support staff • <u>Time Period:</u> September 2010- August 2011 • Identify the students in the M Cohort sub groups that need to pass the Regents with a 65+ on the NYS Regents; • Program students into prep classes and tutoring sessions; offer NYS Regents preparation tutoring sessions before and after school as well as Saturdays; replicate the Regents questions and grading rubrics on assignments, unit, mid-term and final exams; data reviewed and revisions made accordingly, such as programming, class assignments, tutoring sessions, etc. • Increase the number of mock Regents exams scheduled • Use formative and summative assessments; complete analysis of test results; share data with teachers; make revisions to program, instructional strategies, and varied services • Continue to focus on content and general vocabulary while adhering to the standards, including the CCSS; provide time for teacher teams to collaborate on curriculum mapping, data, inquiry teams, professional development, and other instructional practices • Continue to have common meetings that focus on individual student achievement as well as whole group • Target and adjust instruction based on deficits evidenced by the assessments (class work, department exams, Acuity, NYS Regents, mock Regents, Scantron, ARIS, etc.) • Increase parent outreach with more phone calls, case conferences, and student progress reports • Share best practices; schedule intervisitations • Prepare student in other cohorts for the NYS Regents by replicating the NYS exam during test situations and class work
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><u>Budget sources:</u> C4E, Title I, Title I ARRA, Fair Student Funding (FSF), Title I SWP <u>Schedule:</u> 2010-11 school year <u>Staffing:</u> Administrators, teachers, guidance counselors, support staff, and consultants <u>Training:</u> Offered by LHS Personnel, NYCDOE, and non-DOE organizations</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Analyze mock Regents results
- Comparative analysis of the results at the end of every NYS Regents testing period with prior year's results
- Calculate the Performance Index for all students and the sub-groups and compare with the Effective AMO
- Test item analysis is completed for the mock and NYS Regents results
- Informal and formal observations; snapshot walkthroughs and Learning Walks

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 2% the mathematics Performance Index for all students in the M Cohort (Class of 2011) with a focus on select sub-groups, such as Black or African American, Students with Disabilities (SWD) and Limited English Proficient (LEP)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <u>Target Population:</u> All students in the M Cohort (Class of 2011) with a focus on Black or African American, SWD and ELLs • <u>Responsible Staff:</u> Administration, teachers, guidance counselors, and support staff • <u>Time Period:</u> September 2010- August 2011 • Identify the individual students in the sub groups that need to pass the Regents with a 65+; program the students into prep classes; schedule NYS Regents preparation and tutoring sessions before and after school as well as Saturdays • Increase the number of mock Regents exams scheduled • Target and adjust instruction based on deficits evidenced by the assessments; adjust pacing • Increase parent outreach with more phone calls, case conferences, and student progress reports • Replicate Regents type essays for class assignments and examinations • Use formative and summative assessments • Provide opportunities for teachers to learn how to create more authentic/performance assessments. • Create a lesson plan bank of best lessons; share best practices; schedule intervisitations • Continue to provide professional development on strategies for teaching SWD, English Language Learners, differentiation, data analysis, common formative assessments, Destination Math, NovaNet, and SmartBoards • Continue to have common meetings that focus on individual students, data, professional development, Inquiry (SLC and subject areas) • Continue to purchase textbooks, review books, software, manipulatives, graphing calculators, graphing composition books, and other materials/supplies; ensure the instructional materials are used in the classrooms • Provide opportunities for curriculum development and revision, formative assessments, data analysis, and the CCSS

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget sources: C4E, Title I, Title I ARRA, Fair Student Funding (FSF), Title I SWP Schedule: 2010-11 school year Staffing: Administrators, teachers, guidance counselors, and consultants Training: Offered by LHS Personnel, NYCDOE, and non-DOE organizations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analyze mock Regents results • Comparative analysis of the results at the end of every NYS Regents testing period with prior year's results • Calculate the Performance Index for all students and the sub-groups and compare with the Effective AMO • Test item analysis is completed for the mock and NYS Regents results • Informal and formal observations; snapshot walkthroughs and Learning Walks

Subject/Area (where relevant): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011 the 4-year graduation rate will increase by 3% for the M Cohort (Class of 2011)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <u>Target Population:</u> All students, including SWD and ELLs in the M Cohort (Class of 2011) • <u>Responsible Staff:</u> Administrators, Guidance Counselors, Teachers, Support Staff, Parents • <u>Time Period:</u> September 2010-August 2011 <ul style="list-style-type: none"> • Identify all students in the M Cohort (Class of 2011); review their transcripts; complete an individual needs assessment • Create Individual learning goals and student contracts; review contracts with students and parents, have and students parents sign off on the contracts • Hold varied assemblies (college, vocational, and career fairs, motivational, LHS graduates as guest speakers, etc.) • Partner with colleges (2- and 4-year colleges and universities) • Meet with parents at varied intervals; schedule meetings for parents that focus on college readiness, transcripts, graduation requirement, parenting • Provide Academic Intervention services for students that are demonstrating at-risk behaviors, such as cutting and failing classes • Offer credit recovery and independent study opportunities • Register students into summer school if applicable • Creation of Regents prep classes and other Academic Intervention opportunities • Provide training to all students, parents, and LHS staff on graduation requirements • Offer Lab make-ups throughout the year • Prepare all students grades 9-12 on college readiness
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Budget sources: C4E, Title I, Title I ARRA, Fair Student Funding (FSF), Title I SWP Schedule: 2010-11 school year Staffing: Administrators, teachers, guidance counselors, support staff Training: Offered by LHS Personnel, NYCDOE, and non-DOE organizations</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Monitor RCOS, RGCS, ARIS, attendance, and other pertinent data for the M Cohort (Class of 2011)
- Review of scholarship each marking period
- Monitor credit accumulation at the conclusion of every term, including results by August 2010

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	681	681	681	681	on a case	on a case	10	1472
10	462	462	462	462	by	by	6	1026
11	304	304	304	304	case	case	5	688
12	253	253	253	253	basis	basis	7	624

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up ELA credit through a credit recovery program that includes NovaNet and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring. Renzulli learning and Achieve 3000 is provided.
Mathematics:	Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy and numeracy. All students are offered the opportunity to make up Mathematics credit through a credit recovery program that includes NovaNet and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program and students are also eligible to opt for programs that offer home tutoring. Renzulli learning and Achieve 3000 is provided.
Science:	Small group tutoring is offered before school. Tutoring and Regents preparation are scheduled after school as well as on Saturday s. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy. All students are offered the opportunity to make up Science credit through a credit recovery program that includes NovaNet and departmental assignments. Renzulli learning and Achieve 3000 is provided.
Social Studies:	Tutoring and Regents preparation are scheduled before and after school as well as on Saturdays. All 9 th graders mandated for self-contained Special Education and Integrated Co-Teaching classes receive a period of academic enrichment with a focus on literacy and numeracy. All students are offered the opportunity to make up Mathematics credit through a credit recovery program that includes NovaNet and departmental assignments. All students are eligible for supplemental educational services. SASF is the on-site program

	and students are also eligible to opt for programs that offer home tutoring. Renzulli learning and Achieve 3000 is provided.
At-risk Services Provided by the Guidance Counselor:	Every student is eligible to receive services from the guidance counselor. It is provided on a case-by-case basis. Case conferences are held with the Small Learning Communities.
At-risk Services Provided by the School Psychologist:	Every student is eligible to receive services from the guidance counselor. It is provided on a case-by-case basis. Montefiore Clinic provides services for students.
At-risk Services Provided by the Social Worker:	Every student is eligible to receive services from the guidance counselor. It is provided on a case-by-case basis. Montefiore Clinic provides services for students.
At-risk Health-related Services:	Every student is eligible to receive services from the guidance counselor. It is provided on a case-by-case basis. Montefiore Clinic provides services for students. The Health Corps works with students during and after school on health related topics including nutrition and obesity.

*All students, including English Language Learners and Students with Disabilities, are entitled to AIS.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 **Number of Students to be Served:** 421 LEP -0- Non-LEP

Number of Teachers 7 **Other Staff (Specify)** 1 (Assistant Principal)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Regular Instructional Program

Lehman High School has a freestanding ESL program. The organizational model is a self-contained, ungraded, homogeneous ESL class. There are 421 English Language Learners. ELLs are 10.22% of the total student population. Based on their level of English language proficiency, as determined by the LAB-R and the NYSESLAT, students are placed into Beginning, Intermediate, Advanced, Transitional, and Transitional-Skills classes. As required under CR Part 154, students at the Beginning level receive 540 minutes of explicit ESL instruction per week, students at the Intermediate level receive 360 weekly instructional minutes, and students at the Advanced level receive 180 minutes of explicit ESL and 180 minutes of ELA instruction per week. This way we align both the ESL and the ELA curricula with state standards. ELLs who are native Spanish speakers have the opportunity of taking Native Language Arts classes to continue their cognitive development in their native language and accelerate their acquisition of English. The Cognitive Academic Language Learning Approach (CALLA) is the instructional approach in content areas. Subject teachers employ ESL methodologies and differentiate instruction to meet the needs of ELL subgroups.

Title III Extended Day/Week Program

Among Lehman's 421 ELLs, 118 are Students with Interrupted Formal Education (SIFE) and 162 are Long-Term ELLs. These ELL subgroups require additional support and a small-group setting to develop their cognitive academic language proficiency to achieve success. Thus, our after school program, though open to all ELLs, especially targets our SIFE/Long-Term ELLs, grades 9-12 in heterogeneous groups. In order to maximize the effectiveness of the after school program, we have a student/teacher ratio of ten to one or less. This allows the teachers to work more closely with each ELL and tailor instruction according to each student's needs. Four ESL teachers participate in the intensive academic intervention. The program meets four days a week, 3:00 P.M. - 4:30 P.M.(35 weeks) and on Saturday, from 9:00 A. M. – 12:00 P. M. (25 weeks). The teachers use updated instructional materials (*Focus on Writing, English in Action Series*) and software programs (*Rosetta Stone*). The students also receive academic support in a variety of content areas (e.g., science, and social studies). Intervention services also include Heritage Language Arts instruction to provide additional Native Language support for our SIFE/Long-Term ELLs. To enhance the academic experience and promote cultural awareness, our program is tied to the social studies curriculum, We have developed a program of field trips and other educational excursions (The Museum of the City of New York, The Tenement Museum, The South Seaport Museum, Lincoln Center, etc.)

Curricular

- *Rosetta Stone*—Beginner--Advanced language laboratory/instructional materials and software
- *Oxford University Bookworms Series*—Classroom Libraries
- *Focus on Writing*
- *North Star Series*
- *English in Action Series*

Parental Involvement Program

The parents of ELLs play an important role in how successful their children will be. Therefore, we target them for participation in various activities: parent workshops/orientation events for the parents of new students; and Career and College Nights to make parents aware of the opportunities available to their children. Title III will fund our parent involvement program.

In October 2010, at the beginning of the academic year, the school administration—The Assistant Principal (Foreign Languages/ESL), ESL Coordinator, together with the Parent Coordinator, holds the first Orientation Night for the parents of new ELLs. The parents of all our ELLs are invited (average 30). The Orientation (from 5:30 P. M.—8:00 P. M.) is a major introduction to Lehman High School and is aligned to regulations in CR Part 154.

The parents of ELLs are often new even to the system of secondary education in the United States. They need to learn more about it to become more engaged in their children’s education and make informed choices. Title III will fund 35 hours of information sessions devoted to the following topics: NYS Graduation Requirements and Regents Examinations, Career Choices for ELLs, Financial Aid and Strategies to Support Your Child’s Education, College Nights, The Role of Parents in a “New” Culture and Peer Pressure—12 meetings, November through May, 2 hours each. All parents of ELLs are invited to attend. In May, these information sessions are combined with the International Food Festival so that the parents feel more “at home” as they, together with their children, make their transition into their “new” reality, and interact with other parents, instructors and administrators. Refreshments, door prizes and other incentives are provided and funded by Title III. This helps us establish a solid connection with our students’ parents/guardians which, ultimately, translates into our students’ success.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At Lehman, we realize that to provide our ELLs with effective programs and services we must train our teachers of ELLs in ESL methodologies. Title III will fund our on-going professional development program which will run throughout the school year.

The scheduled professional development after-school sessions, 1.5-hour each, are outlined below. During these sessions, Lehman’s 6 ESL instructors, the ESL Coordinator, ESL LAB/BESIS Assist, and the Assistant Principal, Foreign Languages/ESL will attend our in-house PD workshops. We will discuss pertinent ELL-related issues and best practices. Our ESL teachers and administrators will also attend city-wide professional development seminars and conferences (*Institute for Higher Learning*, ESL Training). Topics include: *Assessing Academic Needs and Setting Measurable Goals*; *NYSESLAT Results Interpretation/ Placement of ELLs*; *Using Data to Inform Instruction*; *Using Classroom Technology to Accelerate Achievement of ELLs*; *Identification of ELLs and Their Characteristics: Newcomers, Long-Term, SIFE--ELL Challenges: BICS and CALP*; *ESL Beginner-Transitional Levels Curricula Development and Alignment*; *ESL/ELA Standards—Charting Skills Benchmarks and Performance Indicators*; *Teaching Content to ELLs in the SLC Setting: Curricula Alignment and Theme-Based Learning*; *Teaching Content to ELLs in the SLC Setting: Teaching Academic Language—Best Practices for Vocabulary Instruction*; *Holistic Language Abilities Assessment: Writing*

Portfolios, Group Projects, Oral Presentations; Teaching Content to ELLs in the SLC Setting: Activating Prior Knowledge and Other “Scaffolding” Techniques; The Correlation of the Four Language Modalities and the Development of Solid Language Skills and Habits: Focus on Listening and Speaking; The Correlation of the Four Language Modalities and the Development of Solid Language Skills and Habits: Focus on Reading and Writing; Teaching Content to ELLs in the SLC Setting: Understanding Linguistic and Cultural Heritage of ELLs—Native Language Support for Effective Instruction; Teaching Content to ELLs in the SLC Setting: Collaborative Learning for ELLs: Peer Support for Content Knowledge Acquisition.

Section III. Title III Budget

School: **08X405** BEDS Code: **320800011405**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session for programs	\$37,606.58	After-school Program 1 Tr. X 4 Days X 35 wks. X 1 Hrs. X \$49.98 = \$6997.20 2 Trs. X 1 Day X 35 wks. X 1.5 Hrs. X \$49.98 = \$5247.90 1 Admin. X 4 Days X 35 wks. X 1.5 Hr. X \$52.21 = \$10817.10 Saturday Academy 1 Tr. X 1 Day X 25 wks. X 3 Hrs. X \$49.98 = \$3748.50 Professional Development Program 7 Trs. X 1 Day X 15 wks. X 1.5 Hrs. X \$49.98 = \$7871.85 1 Admin. X 1 Day X 15 wks. X 1.5 Hr. X \$52.21 = \$1174.73 Parental Involvement
Purchased services - High quality staff and curriculum development contracts	\$1,500.00	Conference/workshop fees <ul style="list-style-type: none"> • ESL trainings, on-site hands-on strategies for ELLs NYCDOE Professional Development Sessions (e.g., Language Allocation Policy training)
Supplies, equipment, materials, computers (Object Code 331) Technology, computer, and instructional materials; Language laboratory materials; Supplemental and additional curricular and instructional materials	\$9,450.00	Curricular - various language laboratory/instructional materials, computers for classroom use, classroom supplies, ESL books and updated classroom libraries, including: Oxford University Bookworms Series - Classroom Libraries; Native language dictionaries/English Dictionaries; <i>Focus on Writing/North Star Series/English in Action Series/Focus on Writing</i>
Educational Software (Object Code 199) Computer, Language software,	\$1,750.00	Language development software packages
Travel Field Trips	\$3,500.00	Extracurricular - Field Trips for ESL students to museums, plays, shows, and places of interest- Admission fees, transportation, etc. (Lincoln Center, The Museum of the City of New York, The South

		Street Seaport Museum, The Tenement Museum, <i>et alii</i>)
Other Parental Involvement	\$673.42	Extracurricular – Food & Miscellaneous items for International Festival and Parent Orientations
TOTAL	\$54,480.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The information from the ATS RHSP (Individual Student Profile) provides us with the data about the primary language spoken by each parent as well as the preferred language (written and spoken) of communication with the Department. We also utilize emergency ("blue") cards and Home Language Identification Survey (for the newcomers into the public school system) to collect pertinent home language information. The Pupil Personnel Department, Guidance Department, and our ESL Compliance Specialist coordinate the gathering and dissemination of this information vital for keeping the parents informed and involved. Our needs assessment reveals that about 9.5% of Lehman's parents speak a language other than English: 237 speak Spanish, 34 speak Bengali, 11 speak Arabic, 8 parents speak Albanian, 6 speak Urdu.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

To meet the needs of parents identified above, we provide them with information in their preferred home language. We utilize the letters in languages other than English available on the Office of English Language Learners website, the Parent Orientation video available in 13 languages online. We have also created a pool of in-house volunteers (among other parents, bilingual teachers, and school staff) to perform written translation and oral interpretation at group and one-on-one meetings with parents. The Parent Coordinator employs the DOE Translation Unit to ensure the timely translation of school documents. In accordance with A-E of Section VII of Chancellor's Regulation A-663, the Parents Bill of Rights, interpretation notice signs are displayed in the building.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,919,870	\$2,602,238	\$4,522,108
2. Enter the anticipated 1% set-aside for Parent Involvement:	19,199	26,022	45,221
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	90,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	191,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Strategies include: place licensed teachers in the subject area, encourage teachers to take course work in order to become highly qualified,

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

NCLB requirements for all Title I schools

Part A: School Parental Involvement Policy

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act of 2001. The Policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

Herbert H. Lehman High School, in compliance with section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. Herbert H. Lehman High School's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on School Leadership Teams, Parents Associations and Title I Committees, as trained volunteers and welcomed members of the school community. The overall aim of the policy is to develop a parent involvement program that will ensure the effective involvement of parents and to support a partnership among the school, involved parents and the community to improve student achievement.

I. General Expectations

Herbert H. Lehman High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;
 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Policy Components

1. Herbert H. Lehman High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Membership on the School Leadership Team
 - b. Workshops
 - c. Parent Association informational meetings
 - d. Provide transportation (Metro cards) for parents economically disadvantaged.

2. Herbert H. Lehman High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance under section 1116 of the ESEA:
 - a. Workshops on the effectiveness of parental involvement in homework assignments.
 - b. Parent Association meetings on understanding curriculum.
 - c. Parent Coordinator workshops during school hours for non-working parents and evening to accommodate working parents in conjunction with Parent Association.
 - d. Provide informational materials in languages as needed in the parent community.

3. Herbert H. Lehman High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary (and with the involvement of parents) its parental involvement policies.
 - a. The Parent Coordinator with the Parent Association will send out survey to parents asking for their input on what to address, what is not being addressed and how to correct this.
 - b. School Leadership Team will have an active part in the evaluation through special meetings focused on revisions as needed and strategies on parental involvement.

4. Herbert H. Lehman High School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
 - i. The state's academic content standards
 - ii. The state's student academic achievement standards
 - iii. The state's and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. Parent-Teacher Conferences

2. Guidance Counselors availability for parent meetings
 3. Workshop-Explanation of report cards, graduation requirements, minimum grade requirements for passing grade.
- b. The school will provide materials for training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement, by:
 - i. Technology workshops-computer introduction as needed for parents with no computer training/understanding.
 - ii. Workshops on importance of at home reading to foster long term success in reading and comprehension of materials. This can be attached to reading in math and understanding written mathematical problems. This can be carried over and show in the success of the students ability to read, comprehend and solve written mathematical problems.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - i. Parent Association meetings
 - ii. Printed materials sent home with students
 - iii. Teacher/parent partnerships through corporate partnerships and local CBOs.
 - d. The school will take the following actions to ensure that information related to the school and parent programs, meetings and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. Information sent via school messenger
 - ii. Parent Coordinator
 - iii. Parent Association meetings
 - iv. Lehman Lamp

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parent's capacity for involvement in the school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 (e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I annual Meeting. This policy was adopted by the Herbert H. Lehman High School on 10/28/10 and will be in effect for the period of September 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2010.

Part B: School Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118 (b) of the ESEA. The compact must outline how parents will build and develop a partnership to help children achieve the State's high standards.

Herbert H. Lehman High School's parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during school year 2009-10

Required School-Parent Compact Provisions

School Responsibilities

Provide high-quality curriculum and instruction in a supportive and effective _ Learning environment that enables the participating children to meet the State's

Student academic achievement standards as follows:

2. Lehman will provide after school tutoring in math, literacy and other subject areas to further enhance our students' academic abilities in order to meet state standard.
3. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held:
 - a. Parent/Teacher conferences held twice a school year in October and March
 - b. A written report provided once a year discussing the "battle plan" for improving the child's learning
4. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. At parent/teacher conferences.
 - b. Once a grading period the child's progress will be assessed and given to parents as per Chancellor directive in letter of accountability.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Parent/teacher conferences
 - b. Appointments with parent and teachers on as need basis
 - c. Guidance Counselors will also be available to meet on one to one basis
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school wide program plan, in an organized, ongoing and timely way
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail or by email and responding as appropriate.
- Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the district wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

(Please complete and sign below and return to the main office)

I, _____ parent/guardian of

Grade _____ Class _____ have received and

reviewed copies of the Title I Parent Involvement Policy and School-Parent Compact for Herbert H. Lehman High School. I have also discussed the School-Parent Compact with my child.

Date received ___/___/___

Signature _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
The school continuously uses varied data from a variety of sources (Quality Review, Progress Report, Learning Environment Survey, ARIS, Skedula, ATS, HSST, the datatool, RDAL, etc.). In addition, please refer to pages 6-9 and 10-12.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please see pages 10-27.

We have 6 theme-based SLCs and one alternative program, Phoenix Academy to ensure that students meet NCLB requirements.

Teachers have Common Planning Time. Case conferences and “kid talk” occurs, at a minimum, once a week. This is in addition to the services provided by guidance counselors and other support staff. Parents are asked to participate in the case conferences. Workshops for parents are available, and parents are asked to participate in varied school functions, ceremonies, and assemblies.

3. Instruction by highly qualified staff. 90% of the teachers are highly qualified. 100% are fully licensed and 75% have been working with the school 2+ years.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Teachers in the SLCs participated in Common Planning Time and one day per week is devoted to professional development. The teachers Meet with their subject area one day per week. The school has a consultant from the NYC Writing Project working with the staff 3 days per week. Workshops are offered on the Common core Standards, ELL strategies, data analysis, Special Education, collaborative activities and differentiated instruction. CFN staff also provides professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. We hire through Open Market, Job Fairs, Colleges and Universities (student teachers), and referrals.
6. Strategies to increase parental involvement through means such as family literacy services. We invite parents to participate in a variety of programs, ceremonies, and assemblies sponsored on the campus. A newsletter is distributed to the parents. K-12 Alert is used to notify parents about different events. The Parent Coordinator and the PA Executive Board schedules various workshops.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. Not applicable
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. The SLCs and the Phoenix Academy have Teacher-Directors. The SLCs have Common Planning Time in which teachers can share information and ideas. Each SLC has Inquiry Teams. Teachers are asked to share findings across the SLCs Teachers share SLC data and information at Faculty Meetings, Department Meetings, and Common Planning Time.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Information gathered from Walkthrough snapshots, classroom observations, student work, department examinations (unit, mid-term and finals), NYS Regents, Acuity, ARIS, Scholarship Reports, Pass/Fail Reports, Inquiry Team findings, and Scantron Computerized Performance Assessment are used. Interventions are implemented in a timely fashion.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Tax Levy, Title I and all other funding sources will be utilized to provide for our students.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$1,919,870	✓	14-21
Title I, Part A (ARRA)	Federal	✓			2,602,238	✓	14-21
Title II, Part A	Federal			✓		n/a	
Title III, Part A	Federal		✓		54,480	✓	14-21
Title IV	Federal			✓		n/a	
IDEA	Federal		✓		700,000	✓	14-21
Tax Levy	Local	✓			15,000,000	✓	14-21

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring
Advanced/Comprehensive **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Based on the School Demographics and Accountability Snapshot (Version 2010-1B-April 2010), the school did not make AYP in ELA, Math, or Graduation Rate. Our goal is to work with all students, including the SWD and ELLs to develop their literacy and numeracy skills.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Please see pages 13-21.

The following steps will be implemented throughout the 2010-11 school year to improve AYP in ELA, Math, and Graduation Rate:

- Curriculum mapping aligned to CCSS and performance standards
- Use of web-based programs, such as Renzulli, Achieve 3000, and NovaNet
- Credit recovery programs based on state guidelines
- Annualization
- Alternative program for at-risk students
- Tutoring before, and after school and on Saturdays

School Under Registration Review (SURR)

- Train staff in how to use data effectively to drive instruction
- Professional development for improving instruction
- Schedule students into Regents preparation and academic enrichment programs
- Share best practices based on outcomes
- Schedule mock Regents; analyze results, assist students based on needs

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Ten percent of the Title I funds are scheduled for a portion of the salary (20% portion) for every Assistant Principal/Supervision. Each AP/Supervision provides professional development for the teachers in their subject area departments. The remaining funds are scheduled for teachers to receive off-site professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are provided with mentors. The school has a "F" status Assistant Principal, who was a former instructional specialist, working with teachers that require mentoring. In addition, a consultant from the NYC Writing Project will be on-site three days per week for the fall semester and two days per week during the spring semester for the 2010-11 school year. A consultant from the NYC Math Project will be on-site once a week. Subject area APs work with teachers as well as teacher-directors. Workshops are scheduled with teachers, CFN members, and various people facilitating the workshops designed to improve instruction and student achievement.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Parents and students will receive information and SES applications. Vendors will be provided time to meet with parents and students. Information will be disseminated at the School Leadership Team and Parent Association meetings.

All parents received letters informing them of the school's status as a Restructuring Advanced Comprehensive school. The letter was also translated in Spanish. Since September 2010, SES providers have been invited to share their information and applications with parents and students. The Parent Coordinator and the APO have shared this information at SLT and PA Meetings.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Thirty-four (34) students have been as Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Lehman High School has identified 34 students who are in Temporary Housing and our Guidance Counselors have been meeting with these students to offer individual and group counseling as well as a variety of other school-based services. One program, the Spark Relationship Abuse Prevention Project provides teen relationship abuse prevention and counseling to the entire campus community. The coordinator, Ms. Betsy Flores, facilitates teen dating violence workshops in the classroom and in small group instruction. She also leads staff training, provides individual and group counseling to students, and conducts outreach to parents and the community at large. Spark also sponsors the Peer Leadership Program which helps students obtain the skills to empower their peers and work through relationship issues.

The Assistant Principal of Organization also organizes a supply backpack for Students in Temporary Housing. This includes school supplies (notebooks, paper, pens, pencils, rulers, etc.) to lessen students' financial issues in regards to school.

Physical and psychological issues for STH are addressed through the Montefiore school-based health centers, which provide comprehensive primary care services. The program has a particular interest in improved asthma care and adolescent health services. Mental health services focusing on depression, anxiety, bereavement, crisis intervention and family issues are also available.

The high school centers offer comprehensive adolescent health care including reproductive health care services that provide pregnancy testing and prenatal care; options counseling; family planning; screening, diagnosis and treatment of sexually transmitted diseases including HIV counseling and testing; and routine pap tests for sexually active girls.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Herbert H. Lehman High School						
District:	8	DBN:	08X405	School		320800011405	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.5	84.7	83.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1582	1341	1467				
Grade 10	1182	1394	1075				
Grade 11	785	776	715				
Grade 12	536	603	660				
Ungraded	4	1	3				
Total	4089	4115	3920				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.1	94.9	94.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	59.6	80.7	80.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	25	288	92

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	55	63	35

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	348	356	358	Principal Suspensions	239	415	860
# in Collaborative Team Teaching (CTT) Classes	204	227	234	Superintendent Suspensions	62	72	71
Number all others	175	179	214				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	532	2209
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	222	236	228
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	75	73	54
# receiving ESL services only	304	322	TBD	Number of Educational Paraprofessionals	8	8	17
# ELLs with IEPs	66	84	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	285	194	709	% fully licensed & permanently assigned to this school	100.0	100.0	97.1
				% more than 2 years teaching in this school	72.2	75.7	78.5
				% more than 5 years teaching anywhere	51.1	58.0	68.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	77.0	86.0
American Indian or Alaska Native	0.4	0.5	0.5	% core classes taught by "highly qualified" teachers	82.8	88.4	85.0
Black or African American	22.7	22.5	22.4				
Hispanic or Latino	60.7	60.9	61.4				
Asian or Native Hawaiian/Other Pacific	5.9	6.0	6.8				
White	9.7	9.2	8.9				
Male	59.8	59.1	58.8				
Female	40.2	40.9	41.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						v

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	X	55
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				X	v	
Multiracial				-	-	-
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making				1	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	F	Overall Evaluation:	UPF
Overall Score:	36.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	5.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	21.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6-Network 603	District 08	School Number 405	School Name Herbert H. Lehman H.
Principal Dr. Janet Saraceno		Assistant Principal Mr. Peter Carucci	
Coach Ms. Andronico		Coach Ms. LoCicero	
Teacher/Subject Area Ms. D'Auria/ESL		Guidance Counselor Mrs. Carrasquillo	
Teacher/Subject Area Ms. Zappone/ESL		Parent Mr. Ayala	
Teacher/Subject Area Mr. Torres/ESL		Parent Coordinator Ms. Germania Vasquez	
Related Service Provider Ms. Patrizia Castiglia		Other Mr. Dello Iorio	
Network Leader Mr. R. Cintron		Other Ms. Varinos	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	15
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	4118	Total Number of ELLs	421	ELLs as Share of Total Student Population (%)	10.22%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At Lehman High School, the process of identification of potential English Language Learners (ELLs) includes the following steps: at admission all new entrants into the NYC public school system (code 58) and their parents/guardians participate in an informal interview. This oral interview is conducted by the Pupil Personnel, Guidance and Pedagogical Staff in English and/or Spanish (Mrs. Fiorella Cabrejos, A. P./P.P.S., I.A., Mrs. Jane Capelli and Ms. Elena D'Auria, BESIS Compliance Coordinator) who also administer to the students' parents/guardians the Home Language Identification Survey (HLIS). The Home Language Identification Surveys of these new admits are then reviewed by Lehman's ESL/BESIS Coordinator (Ms. Elena D'Auria). Ms. D'Auria identifies (on the basis of parents'/guardians' responses on the HLIS) the students whose home language is not English. These students then sit for the English LAB-R and the Spanish LAB (if applicable). Ultimately, the newcomers' performance at or below the cut scores of these tests determines the students' eligibility to receive ESL services. The LAB-R results also indicate the newcomers' level of English Language proficiency and dictate placement into the level-appropriate ESL class.

The New York State English as a Second Language Achievement Test (NYSESLAT) is yet another tool that we use to annually evaluate our ELLs. As soon as the NYSESLAT results become available, the ESL/BESIS Coordinator, together with Lehman's ESL teachers and guidance counselors, charts the longitudinal progress of our ELLs and facilitates their proper placement (in accordance with the students' level of the English Language proficiency as demonstrated on the NYSESLAT).

The New York State English as a Second Language Achievement Test (NYSESLAT) is a tool that we use when evaluating our ELLs' annual progress. As soon as the test results become available, we scrutinize the ATS RNMR report which breaks down the students' results into the combined language modalities (Listening/Speaking and Reading/Writing) and provides the data over the three-year period. We trace the longitudinal progression of the language proficiency level of our students. Our ESL teachers discuss the findings and fine-tune their instruction to meet the academic needs of each student. For the Long-Term ELLs, we also use the ATS RHSP report to get a broader picture of a particular student's needs.

2. The entitlement letters (Continued Entitlement, Non-Entitlement) in the parents' preferred language of communication (Spanish, Bengali, Urdu, Arabic, Albanian, Korean and Chinese) are distributed to students in the classroom for them to deliver these letters to their parents/guardians, with a tear-off parent's/guardian's signature attached and required to be returned. The parents of new ELLs are invited to the on-going group and individual orientation sessions where they view the Parent Orientation video, receive information about the Transitional Bilingual, Dual Language, and Freestanding English as a Second Language Programs, fill out and return Parent Survey and Program Selection forms. These forms are kept on file and readily available upon request.

Upon the LAB-R and Spanish LAB administration (within 10 days of the students' initial attendance date at Lehman), the ESL/BESIS Coordinator, the Parent Coordinator, and the family assistants contact the students' parents/guardians (via letters in the parents' preferred language of communication in addition to phone calls) and invite them to attend the Orientation/Information Sessions for Parents of New ELLs. This is an on-going procedure that invariably takes place as new students land at Lehman.

3. At these sessions, the entitlement letters are distributed to the parents. The parents receive information about the Transitional Bilingual, Dual Language and Freestanding ESL programs, view the DVD about these programs, have their questions answered and their concerns addressed by the school administration, ESL/BESIS Coordinator, Parent Coordinator, Guidance Counselors, Family Assistant, and teachers. To ensure complete understanding of all the three program choices, we employ the services of the interpreters among the school staff and parent volunteers so that all the consultation/communication activities are conducted in the parents' native languages. At the end of the information session, the parents complete the Parent Survey and Program Selection form.

4. Parental choice is the sole criterion that determines the placement of ELLs in the ESL instructional program. The communication with parents is conducted in their native languages, the DVD and the Parent Survey and Program Selection forms are also in the parents' native languages; i.e., Spanish, Bangla, Urdu, Arabic, Albanian, Chinese, Korean.

5. According to the Parent Survey and Program Selection forms over the period of three years, the overwhelming majority of parents requested the freestanding ESL instructional program. The review of the Parent Program Selection forms over the past three years has revealed a steady trend. The parents have been choosing the Freestanding English as a Second Language Program. In 2006, twenty-three parents chose our Freestanding ESL Program, in 2007 – twenty-four parents of ELLs, and in 2008 – twenty parents, and in 2009-- thirty-four parents. With parental approval, Lehman's Freestanding ESL Program has grown and become better-suited for meeting the particular needs of our ELLs. Thus, the review of the Parent Survey and Program Selection forms over the past few years reveals the following trend in program choices that the parents make: the overwhelming majority of parents/guardians of new ELLs opt for the Freestanding English as a Second Language Program. In the period between 2006—2009, among 113 parents of code 58 new

admits who scored at or below the LAB-R (Language Assessment Battery- Revised) cut score, 101 indicated Freestanding English as a Second Language Program as their first choice. These Parent Survey and Program Selection forms are available upon request.

6. In the past, the parents also expressed their dissatisfaction with the limitations of the ESL-only track in content areas and voiced their support for inclusion, greater educational equity and accessibility. The restructuring of Lehman and the creation of six Small Learning Communities with equal opportunities for all reflect the alignment between the parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										5	5	5	5	20
Push-In														0
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	421	Newcomers (ELLs receiving service 0-3 years)	162	Special Education	69
SIFE	118	ELLs receiving service 4-6 years	97	Long-Term (completed 6 years)	162

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0

ESL	162	79	5	97	33	16	162	6	48	421
Total	162	79	5	97	33	16	162	6	48	421
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										163	104	35	33	335
Chinese										2	1	0	0	3
Russian										0	0	0	0	0
Bengali										9	8	5	8	30
Urdu										2	2	2	0	6
Arabic										4	3	1	2	10
Haitian										0	1	0	0	1
French										5	2	0	1	8
Korean										0	0	1	0	1
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										4	1	4	2	11
Other										9	3	4	0	16
TOTAL	0	0	0	0	0	0	0	0	0	198	125	52	46	421

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a. - b. Lehman High School has a well-established Freestanding ESL program. The organizational model is a self-contained, ungraded, homogeneous ESL class.

2. a. Based on their level of English language proficiency, students are placed in Beginning, Intermediate, Advanced, Transitional, and Transitional-Skills classes. At both the Beginning and the Intermediate levels, the students receive three periods of ESL instruction daily: a double period with a focus on the structures of English and one period with a focus on building reading and writing skills. Students at the Advanced level have two ESL periods daily so that they can successfully continue their second-language acquisition, gain a deeper understanding of language mechanics, and hone their reading and writing skills. At the Transitional levels, the students enjoy the benefit of a high-level ESL class plus a mainstream English class. This framework allows us to better align both the ESL and the ELA curricula with state standards. The student programs demonstrate how one student at the Beginning level, one at the Intermediate level, and one at the Advanced level receive the mandated units of ESL/ELA instruction (as per CR Part 154) within the framework of the Freestanding ESL program. The Foreign Languages/ESL Department schedule shows how the organization of our staff ensures the delivery of the mandated instructional minutes in accordance with the proficiency levels in our program model. ELLs who are native Spanish speakers enjoy the opportunity of taking Heritage Language Arts classes. For example, Lehman offers a one-year course in Advanced Placement Spanish Language and a one-year course in Advanced Placement Spanish Literature. These Heritage Language Arts courses not only help Spanish-speaking ELLs to continue their cognitive development in their native language, but also accelerate their acquisition of English.

3. The Cognitive Academic Language Learning Approach (CALLA) is the instructional approach in content areas. Subject teachers employ such ESL methodologies as “scaffolding,” pre-teaching vocabulary, activating the students’ prior knowledge and linking it to new concepts to make content more comprehensible for ELLs. Collaborative learning, heterogeneous grouping, explicit instruction in learning strategies, modeling, and student self-monitoring are among the methods subject teachers utilize to enrich language development. All teachers differentiate instruction to meet the needs of ELL subgroups.

a. Among Lehman’s 421 ELLs 118 are current Students with Interrupted Formal Education (SIFE). Our focus is to equip these students with the skills necessary to bridge the gaps in their knowledge, accelerate their learning, so that they can perform on grade level. We incorporate ESL strategies and/or Native Language instruction as we deliver instruction via the regional instructional Point of Entry Model. This model tends to be extremely useful when instructing ELLs, and particularly effective for ELL SIFE students because the model is based on small group instruction that enables the teacher to immediately target explicit instruction in a mini-lesson format and allows for immediate student feedback and alternate instructional approaches before too much time has passed between lessons. Targeted ongoing assessment on a daily basis is possible along with daily homework review and support. Scaffolding instruction to enable students to grasp academically challenging material as well as providing numerous opportunities for students to learn from each other, access prior knowledge and experiences is a major component of our program, as students are engaged in deliberate, meaningful activities that allow them to listen, speak, read and write. To meet the specific needs of our ELL SIFE students, we offer intensive academic intervention services, both after school and on Saturdays, to further assist these students in achieving academic success. The program model used is an intensive tutorial. With this model academic learning is accelerated through small classes and quality, focused instruction. Instruction includes ESL and literacy-building instruction. Content-area teachers and the ESL and Native Language Arts teachers meet weekly to discuss and plan for the

academic as well as the social/emotional needs of each SIFE student. To enhance student learning and to expose students to the rich array of cultural and educational experiences that New York has to offer, field trips are planned not only to cultural sites, but also to at least one college.

b. The instructional plan for newcomers reflects the heightened demands on the acquisition of both types of linguistic skills—Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Newcomers “make their first steps” in English not only in their ESL classes where they receive explicit English instruction, but also in their content-area classes; thus, learning their second language through content. The new linguistic material is reinforced using all four language modalities: speaking and listening, reading and writing. Teachers activate prior knowledge, teach cognates, equip students with learning strategies and ways for self-monitoring. They include collaborative learning and peer support. They use best practices, QTEL methodologies, and technology to make the learning process more effective. Teachers also rely on in-house Periodic Assessment to monitor students’ progress, identify areas of need, and fine-tune their instruction. Spanish-speaking newcomers are enrolled in Advanced Placement and Native Spanish classes to ensure Native Language Arts support, to validate their mother tongue, and thus empower them and boost their otherwise diminished and suffering self-esteem. After school tutoring gives each newcomer plenty of opportunities to clarify and reinforce material learned in class. Newcomers and their parents also receive on-going individual and group counseling sessions that focus on new high school experience, understanding new culture, and making a transition in their new life.

c. The key focus for teaching ELLs with 4 to 6 years of service is using data to inform instruction so as to pinpoint areas of need in a timely manner, ensure steady progress, and leave no ELL behind. Teachers tailor their materials, vary their methods, and keep providing support as they differentiate instruction and set clear goals. We have established a Rosetta Stone online site to better meet the academic needs of this group of ELLs to ultimately foster their college and career readiness.

d. To facilitate the learning of Lehman’s Long-Term ELLs, we have created a Skills ESL class. The focus is on intensive academic intervention and literacy development. Teachers identify “focus” areas for each Long-Term student and, together with that student, set goals and work out an action plan. By introducing learning strategies, encouraging students, tracking and celebrating their accomplishments no matter how small, and applying extra scaffolding to rigorous material, teachers help their students build stronger skills and meet New York State learning standards.

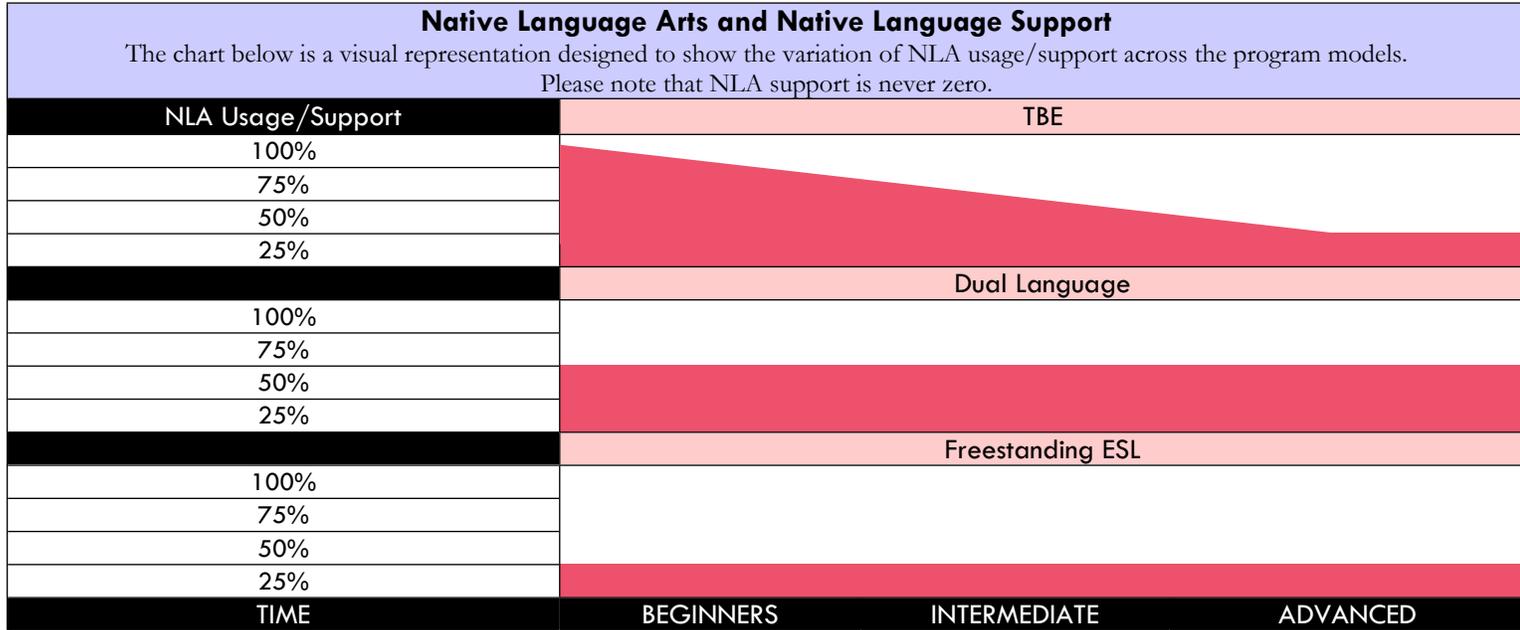
e. We use ATS and ARIS databases to research each incoming student’s biographical information, exam history, and IEP if applicable. We work closely with the Lehman Special Education Department and Parent Coordinator, and, together, we perform needs assessments for each student. Parents are informed and invited for counseling. Teachers present samples of students’ work. Our goal is to create the least restrictive and the most learning-conducive environment for every child. Our plan is inclusion. Our guidance counselor carefully programs students who need additional support for Resource Room as part of their daily program. Individualized Educational Plans (IEP's) are reviewed and updated annually. If an ELL student’s IEP prescribes certain accommodations, the teachers are alerted and these accommodations are strictly observed while the student attends General Education classes.

Lehman collaborates with District 75’s OTC Program, the goal of which is to create the most favorable conditions for the students’ development, “standardize” its participants and place them in real life situations. All of this can prove critical for such students’ future successful, fulfilling, and productive lives. Students with severe disabilities who are in need of Special Education small class instruction receive ESL instruction in these classes by a fully certified Special Education/ESL teacher.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted academic intervention program at Lehman is an intensive after-school tutorial. The ELL subgroups targeted are our SIFE/Long-Term ELLs. In order to maximize the effect, we have partnered with Sports and Arts in Schools Foundation (SASF). This allows us to help our SIFE/Long-Term ELLs bridge their academic performance gaps during the extended school day and on Saturdays. The program meets four times a week from 3:00 P. M.—5:00 P. M. for 22 weeks with a rigorous schedule of up to 75 instructional hours per student. The focus of the program is to help students meet New York State and New York City learning standards in English Language Arts and mathematics. The students also receive academic support in a variety of content areas (e.g., science, and social studies). Intervention services also include Native Language Arts instruction to provide additional Heritage Language support for our SIFE/Long-Term ELLs. The grades that are targeted are 9-12. These groups are heterogeneous. In order to maximize the effectiveness of the after school program, we have a student/teacher ratio of ten to one or less. This allows the teachers to work more closely with each ELL and tailor instruction according to each student's needs and foster academic skills and content-area knowledge necessary to pass the State Regents Examinations. This framework helps our students in need of credit recovery.

The bases for instruction are the ESL, ELA, and Math New York State standards. We utilize specialized educational materials (English in Action series) with additional literacy and mathematics programming with the concentration on English Language Learners and high school populations made available to us through SASF Scholars (SES). A variety of instructional strategies are employed, including: needs assessment for each student in the after school program to determine an individualized intervention plan for each student; small group instruction; cooperative learning; technology infused learning (e.g., internet research, student use of Power Point and other software programs to present cooperative learning projects); and the use of rubrics to have students score their own work and that of their peers. Our guidance counselors closely monitor student attendance and keep in touch with parents to ensure a minimum attendance rate of 90%. Teachers will also plan cultural/educational enrichment trips, including at least one trip to a local college.

6. English Language Learners who take the New York State English as a Second Language Achievement Test (NYSESLAT) and demonstrate that they have reached English Language proficiency are no longer entitled to receive ESL services and remain in the ESL program. They are to continue their education in the mainstream classes.

At Lehman we are fully aware of how rocky the transition out of a somewhat sheltered environment into the high school wide world can be, so we have a plan to help make this transition as smooth as possible. Firstly, we send out letters in English and in our students' home languages to notify them and their parents of their major success—achieving English language proficiency. We congratulate them and hold a celebration party. We then invite them to individual and group counseling sessions where we openly discuss their future challenges. Students reaching proficiency continue to be on our radar screen for two more years of high school, which makes it easy to track their academic performance and their daily attendance. Our guidance counselors take pains to appropriately place such students in either Freshman/Sophomore/Junior or Regents Preparation English classes and mainstream content area classes depending on each student's particular needs. On a regular basis during common planning periods, the ESL teachers conduct conferences with the English and mainstream subject area teachers concerning the progress of the students who have “tested out” of ESL. The students are encouraged to attend after school tutoring, where they can get plenty of help with their “regular” English assignments. We provide the testing accommodations on the New York State examinations (Regents) in their entirety to these former ELLs for two years after they reach proficiency on the NYSESLAT. All this allows us to monitor each student reaching proficiency throughout their first two years “out of ESL” and provide guidance services, as well as academic and psychological support.

We encourage such students to actively participate in the Student Government: organize reunions, fundraisers, trips, cultural events, Perfect Attendance and Achievement or Welcome ceremonies, contribute to the school newspaper, and share their experiences with our ESL novices and be a “Big Brother/Big Sister” or a peer tutor for them. We believe that all these measures combined strengthen a sense of belonging, a

sense of identity, and a sense of purpose in our students reaching proficiency and, ultimately, help them become successful individuals.

7. The transition into Small Learning Communities has proven to be a new and positive development as this gives our ELLs real educational equity and provide a real access to all programs Lehman has to offer. We have also established a new partnership with the Sports and Arts in Schools Foundation (SASF). This will help us maximize our resources to provide better services for our ELLs, especially our SIFE and Long-Term ELLs. We will also incorporate the new Rosetta Stone Online Program with its web-based, assessment-informed instruction.

To create a more structured, learning-conducive, and safe place for all students, we have introduced scanning and "captive lunch". Our ELLs who often require sheltered environment will especially benefit from these innovations.

8. We have discontinued our partnership with Failure Free since the facilitators failed to establish a solid connection with the targeted students, provide adequate materials, and prove be effective support in building students' literacy skills.

9. Now with the transition into the Small Learning Communities well under way, all ELLs are afforded equal access to all school programs at Lehman. After school services include an intensive tutorial held on a daily basis and on Saturday by ESL/Foreign Language and content-area certified teachers. ELLs take advantage of small-group or one-on-one instruction, least restrictive and intimidating environment, motivating and relevant materials, and technology. ELLs are also encouraged to participate in Lehman's student government activities, sports teams, especially baseball, soccer, and lacrosse, and numerous student clubs: drama, dance, band, robotics, health sciences, and multicultural. They compete in the Lehman Idol Contest and participate in the Fashion Show and Talent Show.

10. All the instructional materials used at Lehman are standards-based, updated, and teacher-tested. Textbooks cover contemporary real-world topics relevant to students' lives; grammar structures are presented in communicative context, activities are student-centered; reading and listening passages are high-interest; expanded vocabulary-building exercises ensure greater language proficiency; discussion questions are thought-provoking; and writing assignments engage students in expository, narrative, and persuasive writing responses.

A variety of materials is used at the Beginning Level of ESL instruction:

New Interchange - Cambridge University Press

High Point Basic – Hampton-Brown Publishing Co.

Very Easy True Stories – Pearson Longman, Second Edition

True Stories - Pearson Longman, Second Edition

Get Ready to Write - Pearson Longman, Second Edition

In Contact 1, 2 – Scott Foresman English, Second Edition

Focus on Grammar, Basic - Pearson Longman, Second Edition

English in Action, Books 1-2

A variety of materials is used at the Intermediate Level of ESL instruction:

On Target 1, 2 - Scott Foresman English, Second Edition

Focus on Grammar, Intermediate and High-Intermediate - Pearson Longman, Second

Edition

North Star, Intermediate - Pearson Longman, Second Edition

Grammar in Context, 2 – Thomson and Heinle, Fourth Edition

Issues for Today, 2 - Thomson and Heinle

Ready to Write - Pearson Longman, Third Edition

English in Action, Books 3-4

A variety of materials is used at the Advanced Level of ESL instruction:

In Charge 1, 2 - Scott Foresman English, Second Edition

Focus on Grammar, Advanced - Pearson Longman, Second Edition

Grammar in Context, 3 - Thomson and Heinle, Fourth Edition

North Star, Advanced - Pearson Longman, Second Edition

Great American Stories – C. G. Draper, Pearson Longman

All American Stories – C. G. Draper, Pearson Longman

Topics for Today - Thomson and Heinle

In addition to the above-mentioned texts, ESL teachers widely employ newspaper and periodical materials, which they adapt for instruction and effective skills building, as well as Internet resources. At all levels of English language proficiency, teachers incorporate literature, both adapted and unabridged classics.

At the Transitional Level, the focus is on original texts from a variety of genres.

To meet the needs of ELLs to be exposed to quality literature, the Lehman Department of Foreign Languages/ESL has acquired a substantial number of books over the past four years and created an ESL library readily accessible to our students. ELLs study in Lehman's computer labs where they make use of our Rosetta Stone materials.

11. Lehman ELLs speak 16 different native languages, with Spanish, Bengali, and Albanian being the top three. We realize what a powerful resource a native language is in the instruction of adolescent ELLs. Validating the students' native languages helps keep their cultural identities intact, boosts their self-esteem, and, in general, empowers them. For various student functions, students create and proudly display welcome signs in their native tongues.

Falling back on the students' prior knowledge, tapping into their native languages where possible (especially with Spanish-speaking ELLs) for common roots and structures (cognates) enables us as educators to use comparative linguistics and establish new neuro-connections in our students while providing quality instruction. Such native language support is built deliberately into daily lessons, thus elevating teaching to higher cognitive academic levels.

ELLs who are native Spanish speakers enjoy the opportunity of taking Heritage Language Arts classes. For example, Lehman offers a one-year Spanish course to help prepare ELLs to take and pass the Comprehensive Spanish Regents Examination, a one-year course in Advanced Placement Spanish, and a one-year course in Advanced Placement Spanish Literature. As data have proved, these Heritage Language Arts courses help Spanish speaking ELLs to continue their cognitive development not only in their native language, but also in their acquisition of English.

We have also encouraged our ELLs, recent arrivals to the U.S., to take the LOTE (Languages Other Than English) Exams in Albanian, Arabic, Bengali, and Urdu to earn the foreign language credit necessary for graduation and the Advanced Regents Diploma. In the spring of 2010, 18 ELLs took the LOTE examination with the following results: 11 of them received the grade of 85 or above. In collaboration with the Lehman library staff, the Lehman Department of Foreign Languages/ESL has started acquiring books in native languages and compiling a special ESL/native languages division of our school library.

The ESL Coordinator carefully examines Home Language Identification Surveys to determine the home languages of Lehman ELLs. Then, with the help of the available DOE and local resources, all the parent information/notification letters are being translated into the students' home languages and sent to the parents. This way, we feel we can better support our ELLs, greatly improve our communication with the parents of ELLs, keep them informed, and get them involved.

12. Lehman's ELLs are a heterogeneous group (ages 14-19, grades 9-12). While providing required services, we make sure that such services and resources are high-school level, age and grade appropriate.

13. Herbert H. Lehman High School regularly participates in the annual High School Fair so that future new ELLs, along with other students, can learn about Lehman's programs, traditions, and extracurricular activities. In the spring, well before the beginning of the school year, guidance counselors typically visit "feeder schools" and engage in articulation. They meet new ELLs, among other potential freshmen, assess their programming needs and inform them about their new high school; thus, preparing them for the transition. In addition, our new ELLs, together with other freshmen, are invited to participate in the Orientation activities held just before the beginning of the academic year.

14. The language electives that are offered at Lehman are: Spanish Year I [Spanish 1 (FS1P) & Spanish 2 (FS2P)]; Spanish Year II [Spanish 3 (FS3P) & Spanish 4 (FS4P)]; Spanish Year III [Spanish 5 (FS5P) & Spanish 6 (FS6P)]; Spanish Year III Heritage Language Arts Program [Spanish 5 (FS56) & Spanish 6 (FS66)]; Advanced Placement Spanish Language [Spanish 7 (FS7X) & Spanish 8 (FS8X)]; Advanced Placement Spanish Literature [Spanish 9 (FS9X) & Spanish 9 (FS9X)]; Italian Year I [Italian 1 (FT1P) & Italian 2 (FT2P)]; Italian Year II [Italian 3 (FT3P) & Italian 4 (FT4P)]; Italian Year III [Italian 5 (FT5P) & Italian 6 (FT6P)]; College-Level Italian [Italian 7 (FT7P) & Italian 8 (FT8P)].

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1.-3. At Lehman, we realize that to provide our ELLs with effective programs and services we must train our entire faculty (all teachers of ELLs, not just ESL instructors) and support staff in ESL methodologies and pertinent ELL-related issues. The scheduled series of school-wide professional development workshops reflects our efforts in this field and incorporates the mandated 7.5 hours of ELL training for all staff. The topics for these sessions are as follows:

- Assessing Academic Needs and Setting Measurable Goals --NYSESLAT Results Interpretation/ Placement of ELLs
- Identification of ELLs and Their Characteristics: Newcomers, Long-Term, SIFE--ELL Challenges: BICS and CALP/Teaching Content to ELLs in the SLC Setting
- ESL Beginner-Transitional Levels Curricula Development and Alignment ESL/ELA Standards—Charting Skills Benchmarks and Performance Indicators
- Teaching Content to ELLs in the SLC Setting: Teaching Academic Language—Best Practices for Vocabulary Instruction
- Teaching Content to ELLs in the SLC Setting: Activating Prior Knowledge and Other “Scaffolding” Techniques
- Providing Maximum Support to Help ELLs Access Academic Content: Curricula Alignment and Theme-Based Learning

The content of these workshops is meticulously developed in concert with and approved by our Assistant Principals and our LLSO ELL Support Specialist and Compliance and Performance Specialist. Attendance at these training sessions is mandatory and it is recorded. Follow-up workshops are offered to assist faculty in realizing their full potential both in teaching ELLs and providing support services for them. The school administration of Lehman High School directs the professional development of their staff. They monitor the attendance of teachers and support staff.

In addition, our faculty and staff regularly attend city-wide professional development sessions sponsored by the Office of English Language Learners (e.g., Demystifying ELL Data;SIFE/Long-term ELL Academic Intervention, etc.) and the NYS Bronx BETAC (e.g., “Common Core State Standards and the English Language Learner”). Lehman High School’s Assistant Principals also attend the city-wide and network cluster workshops in order to take the lead in addressing current ELL-related issues.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. - 4. The parents of ELLs play an important role in how successful their children will be. Therefore, we target them for participation in various activities: parent workshops/orientation events for the parents of new students; and Career and College Nights to make parents aware of the opportunities available to their children. To find out what the parents’/guardians’ needs are, at the beginning of the academic year, Ms. Germania Vasquez, the Parent Coordinator at Lehman, circulates a questionnaire. Then the school administration, together with the school Leadership Team, plan activities to meet these needs. Parents of ELLs are often new even to the system of secondary education in the United States. They need to learn more about it to become more engaged in their children’s education. Ms. Vasquez conducts monthly workshops for parents at which she instructs them how to use ARIS Parent Link.

To reduce the dropout rate of ELLs, contact with parents is made on a regular basis by teachers, the bilingual guidance counselors, the parent coordinator, and support staff to inform them of their child’s attendance and academic progress.

The parents are notified and invited to our Parent Orientation Nights, where they meet the administration, teachers, the guidance counselor, and the family coordinator. They learn about our ESL program, and are informed of the choices available to them regarding ELL programs throughout the city. At the New ELL Parent Information/Orientation Night, through personal contact with the school administrators, teachers, our bilingual guidance counselor, the ESL and Parent Coordinators, and other support staff, as well as through materials in the parents’ home languages, the parents and guardians learn about the center role they play in choosing their children’s language program. The goals and

specifics of the three programs are explained. The parents view the video available in Spanish, Urdu, Bengali, Russian, and Arabic. Then the parents are asked to fill out the Parent Survey and Program Selection Form. To meet the needs of our parents of ELLs, such Information/Orientation sessions are on-going.

The needs of the parents are evaluated in a variety of ways: The Parent Coordinator distributes the Parent School Partnership Survey to identify the most urgent needs and concerns. These surveys are collected and the information is analyzed by the school administration and disseminated among the faculty and staff so that a plan to meet the parents' needs can be detailed. The information about the parents' needs is also collected at the Parent-Teacher Conferences and during the on-going workshops (Know Your Rights, Family Reading, Gang Awareness, etc.). Herbert H. Lehman Parents Association that meets on a monthly basis communicates the needs of the parents to the school administration. In addition, the school administration, teachers, guidance counselors, and family assistants maintain contact with Lehman's parents/guardians on a daily basis through planned academic intervention conferences, K-12 Alerts, personal telephone calls and home visits to keep up to date with the needs of the parents. (Home Contact Logs are available upon request). To bring the process of evaluating the needs of parents to a new level, the Parent Coordinator conducts monthly ARIS Parent Link Login sessions. At the Parent Coordinator's daily meeting with parents, she also introduces PupilPath.com to them, provides them with instructions and user information so that the parent-school communication is two-way and effective.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										30	11	2	3	46
Intermediate(I)										79	42	27	21	169
Advanced (A)										53	29	21	18	121
Total	0	0	0	0	0	0	0	0	0	162	82	50	42	336

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	4	1	0
	I										14	14	16	15
	A										46	21	9	12
	P										87	36	22	15
READING/ WRITING	B										17	6	2	3
	I										76	37	26	19
	A										50	29	16	19
	P										3	3	4	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	116		96	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	187		117	
US History and Government	140		83	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

According to the Spring 2010 NYSESLAT results, 36% are at the Advanced level of English Language proficiency; 50% of ELLs who took the test are at the Intermediate level, and 14% are at the Beginning level. These results are consistent with the expected bell curve and they

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part VI: LAP Assurances